

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_

# ELSA ENGLISH II



## Item Sampler

**Tennessee End of Course Assessment**  
**English Linguistically Simplified Assessment**  
**English II Form 6**

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## **Introduction to ELSA English II**

### **TCAP English Linguistically Simplified Assessment (ELSA)**

The End of Course English Linguistically Simplified Assessment (ELSA) is the End of course Assessment in “simplified” English. It is a multiple-choice test designed to measure student achievement in certain skills in two content areas: Algebra I and English II. The questions in this Practice Test are examples of items used in the actual test.

### **ELSA test questions**

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

### **Test accommodations**

The End of Course English Linguistically Simplified Assessment may be administered using various procedures that are used during the student’s daily educational program. Certain conditions must be met for students to be eligible for Special and English Learner (EL) accommodations.

### **Content of End of Course tests**

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

### **Test development**

For the *Tennessee End of Course Assessment*, a staff of writers – composed both of teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including certain items and test directions in operational tests.



**Test administration**

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Students who are Limited English Proficient (LEP) will be tested using the ELSA test form. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The ELSA English II test has been designed to be administered in one session and is not timed.

## **Tips for Taking the Test**

### **Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English II carefully and thoroughly.
- Acquire the ELSA Tennessee End of Course Practice Test for English II, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

### **Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

### **During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## **Directions for Using the Item Sampler**

This Item Sampler for ELSA English II provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the ELSA End of Course Assessment Practice Test for English II should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 50. Use it to check your answers. Review items that you get wrong.

Read the essay and answer questions 1 through 8. This essay may contain errors.

## How Did They Get There Without a GPS?

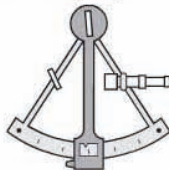
1 It is a movie cliché. The main character regains consciousness, looks around, and blurts out, "Where am I?" The sense of disorientation is a feeling with which everyone can sympathize, being lost is a frightening experience. Before people can move through a physical environment, they need to understand their place in it. The relationship between starting place and ending place must be clear. Knowing "where you are" is the first step to getting to where you want to be. Ever since humans began to travel away from home, they have tried to figure out a way to map where they have been.

2 Although maps dating to 2300 B.C. still exist, and the Phoenicians who lived in 1000 B.C. navigated using sophisticated astronomical calculations, much of what we know as navigation technique developed in the final two centuries B.C. and the first century A.D. Scandinavian, Asian, and Arab scholars were making significant discoveries in their own countries individually. Scholars from Greece, Egypt, and Rome traveled to the great library in Alexandria to study together. Building on one another's work, they identified that the Earth is round, accurately estimated the circumference, developed the longitude and latitude grid, related the sun and stars to time and distance on Earth, and created the first accurate atlas of the known world.

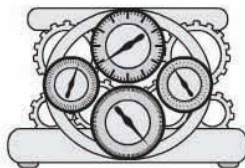
3 Trade and conquest led to the exchange of ideas. Merchants recorded routes to markets where they bought and sold goods, and armies mapped the lands they invaded and vanquished. In Alexandria, all this new information was absorbed into the library. The study of geography developed quickly.

4 Historians say a fire destroyed the great library in Alexandria sometime after the second century A.D., and much of the accumulated knowledge was lost. Fortunately, one remarkable document survived: a *Geographia* written by Ptolemy, a Greek scholar. It was translated into Arabic, and Arab scholars used it to further develop their knowledge of the Earth. Over the next few centuries, Asian and Arab scholars continued to develop navigation and mapmaking techniques, including the magnetic compass. In Europe, however, the Dark Ages had begun.

5 During the Dark Ages, most Europeans imagined that the Earth was flat and to venture too far from shore was to meet certain death. Many maps from this time show fantastic lands and dangerous monsters that existed only in the imagination of the mapmaker. Not until the twelfth century did the demand for accurate maps increase again. The Crusades reintroduced Europeans to Arabia and Asia—first as battlefields, then as marketplaces. When European sailors learn to use a magnetic compass, they can venture far from shore across the ocean. For the first time, directions that did not rely on landmarks could be written. The Age of Exploration was born.



6 While the compass could tell sailors in which direction they were sailing, locating position on the open sea was still difficult. Two inventions of the 1700s gave sailors the ability to pinpoint their exact location using latitude and longitude. The sextant determines latitude by measuring the altitude of the sun, moon, and stars. To determine longitude, the chronometer uses time to measure distance. For several centuries these three devices helped to guide ships safely across empty oceans.



7 Today, some people think compasses, maps, sextants, and chronometers belong only in museums because travelers no longer depend on complicated calculations and a clear sky to answer the question "Where am I?" The widespread use of the Global Positioning System makes navigating as easy as pushing a button. No matter what method is used, though, the aim has always been the same. People just want to know where they are.



## Reporting Category: Language

### Numbers 1 through 4

**Performance Indicator:** 3002.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).

1.

**Read this sentence from the passage.**

Two inventions of the 1700s gave sailors the ability to pinpoint their exact location using latitude and longitude.

**Which sentence pattern is used in the sentence?**

- ☐ A subject – action verb – direct object
- ☐ B subject – linking verb – subject complement
- ☐ C subject – action verb – indirect object – direct object
- ☐ D subject – linking verb – direct object – object complement

**Performance Indicator:** 3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.

2.

**Read this excerpt from the essay.**

The sense of disorientation is a feeling with which everyone can sympathize, being lost is a frightening experience.

**Which option shows the best revision of the underlined section to avoid the comma splice?**

- ☐ A sympathize being
- ☐ B sympathize; being
- ☐ C sympathize. Being
- ☐ D sympathize being,

**Performance Indicator:** 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.

3. Which sentence in Paragraph 5 contains a shift from the predominant verb tense of the essay?

- ☐ A Not until the twelfth century did the demand for accurate maps increase again.
- ☐ B When European sailors learn to use a magnetic compass, they can venture far from shore across the ocean.
- ☐ C For the first time, directions that did not rely on landmarks could be written.
- ☐ D The Age of Exploration was born.

**Performance Indicator:** 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

4. Read this excerpt from the essay.

The main character regains consciousness, looks around, and blurts out, "Where am I?" The sense of disorientation is a feeling with which everyone can sympathize, being lost is a frightening experience.

**In the context of the excerpt, what is the meaning of disorientation?**

- ☐ A the reader's awareness of self
- ☐ B the character's loss of a sense of location
- ☐ C the reader's sensitivity to the character's feelings
- ☐ D the character's fear of the unknown

## Reporting Category: Writing and Research

**Performance Indicator:** 3002.3.13 Identify sentences that use effective parallelism within a writing sample.

5. Which sentence from the essay has incorrect sentence structure?

- ☐ A Scholars from Greece, Egypt, and Rome traveled to the great library in Alexandria to study together.
- ☐ B Merchants recorded routes to markets where they bought and sold goods, and armies mapped the lands they invaded and vanquished.
- ☐ C During the Dark Ages, most Europeans imagined that the Earth was flat and to venture too far from shore was to meet certain death.
- ☐ D The sextant determines latitude by measuring the altitude of the sun, moon, and stars.

## Reporting Category: Informational Text

**Performance Indicator:** 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

6. Which phrase describes the organizational structure of the essay?

- ☐ A cause-effect
- ☐ B problem-solution
- ☐ C comparison-contrast
- ☐ D chronological-sequential

## Reporting Category: Communication and Media Numbers 7 through 7

**Performance Indicator:** 3002.2.2 Distinguish between a summary and a paraphrase.

**7. Read this excerpt from the essay.**

Today, some people think compasses, maps, sextants, and chronometers belong only in museums because travelers no longer depend on complicated calculations and a clear sky to answer the question "Where am I?" The widespread use of the Global Positioning System makes navigating as easy as pushing a button.

**Which is a summary, not a paraphrase, of the excerpt?**

- ☐ **A** The use of antique navigational tools and techniques to pinpoint a position has become unnecessary due to the ease of using a Global Positioning System.
- ☐ **B** A museum is the best place to see compasses, sextants, maps, and chronometers because people who are traveling do not use them anymore. Instead, they use a Global Positioning System.
- ☐ **C** Since it is as easy as pushing a button to use a Global Positioning System, tools such as compasses, sextants, chronometers, and maps belong in museums because people traveling no longer need to use them to navigate.
- ☐ **D** These days people think objects such as compasses and chronometers should be in a museum because people who are traveling do not need to do calculations or look at the sky to figure out where they are. They just push a button on their Global Positioning System.

## Reporting Category: Writing and Research Numbers 8 through 9

**Performance Indicator:** 3002.4.4 Evaluate the validity of Web pages as sources of information.

**8. Which Web site is the best source for further information about the history of navigation?**

- ☐ **A** [www.askmaps.net](http://www.askmaps.net)
- ☐ **B** [www.firstmapsmade.edu](http://www.firstmapsmade.edu)
- ☐ **C** [www.navigation4U.org](http://www.navigation4U.org)
- ☐ **D** [www.oldmapsR-cool.org](http://www.oldmapsR-cool.org)

**Performance Indicator:** 3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.

9.

**Read this sentence from a newspaper editorial.**

The proposal for the new highway caused a conversation between the residents who wanted to shorten their commute to the city and the residents who wanted to preserve the natural desert environment.

**Which word is more precise than conversation and should replace it to clarify meaning?**

- ☐ A competition
- ☐ B discussion
- ☐ C controversy
- ☐ D misunderstanding

## Reporting Category: Literature

Numbers 10 through 11

**Performance Indicator:** 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

10.

**Read this excerpt from a short story.**

Kyle went over the scenario in his head again as he pulled his boots on and ran a comb through his hair. He was nervous, but managed a quick "Morning, Mother," as he passed her while she was frying eggs in a cast-iron skillet on a burner of the wood cook stove.

It was spring plowing time, but still chilly enough to see his breath as Kyle strode purposefully across the farmyard to the barn. Pulling the heavy wood door back, he found his father hitching the two best draught horses to the steel plow.

"Need to finish the back twenty today," said his father, not raising his head from what he was doing.

"Sir, I have need to speak with you of a matter of importance to me," Kyle blurted.

"Eh?" his father grunted, distracted.

"I'm wanting to spend the summer in Nashville. John Kenyan's cousin teaches art in that city. I have been told I can assist him in his workplace in exchange for lessons in the art of drawing."

"And, pray tell, who is going to assist me with the field labor?" Kyle's father responded.

**If this excerpt were set in modern times, which aspect of the characters would be affected?**

- ☐ A the relationship of the characters
- ☐ B the main character's problem
- ☐ C the tone of the characters' speech
- ☐ D the father's personality traits



**Performance Indicator:** 3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

11.

**Read this excerpt from a play.**

**SHANA:** Hey there. I liked your story ideas in the yearbook staff meeting today.

**JASON:** Every once in a while, lightning strikes. Shocking, isn't it?

**SHANA:** So, do you already have a date for the dance next Friday?

**JASON:** No. Too bad really; I have some wicked dance moves to show off. *(He turns to the camera and speaks directly into it.)* Can you believe this? I thought she didn't like me.

**SHANA:** *(pulling a piece of paper from her backpack and handing it to him)* Well, you might get the chance after all. Michelle asked me to give you this invitation. *(hands Jason the invitation)* I know she would be thrilled if you went with her.

**This excerpt contains an example of**

- ☐ **A** an aside comment.
- ☐ **B** a chorus statement.
- ☐ **C** a monologue speech.
- ☐ **D** a soliloquy speech.



Read the book review and answer questions 12 through 20. The review may contain errors.

## *Finding Budapest*

*Finding Budapest* will frustrate the reader seeking crime, betrayal, or other such lures in the novel. This novel contains ordinary characters relocating to a land with a culture that few Americans know much about. What the novel lacks in suspense it makes up for in the delivery of a believable story of self-discovery.

Jake, the seventeen-year-old narrator, has graduated from high school with honors and supposedly plans to enroll in business school at an Oklahoma university. His father, a computer software salesperson, and his mother, a church organist and computer repair technician, have left their jobs to teach English in Budapest, Hungary, for a year. They had planned for years to do "something crazy" when their son went away to college, and now is their chance.

Unfortunately, Jake does not want to go to college, at least not right away, and does not reveal this decision to his parents until just before their scheduled departure. "People have told me for years that I should pursue a career in business because I'm good at math, but what's the sense in studying something I don't care about? I don't know what I want to do with my life, but I do know that it's not business."

Naturally, Jake's parents are upset, but they cannot pass judgment on him when they have left their jobs to follow their dream in Budapest. They suggest that Jake take a year off from school and join them in Budapest, where he would have fresh experiences and a solid year to reflect on his future. Jake accepts the invitation to live in one of the most enchanting cities in Europe. Although the story is about Budapest, I think the author spends too little time on Jake's life in Oklahoma.

The author humorously describes Jake's discomfort during his first experiences in Budapest, but they only seem funny to Jake when he views them months later. Many of Jake's problems revolve around his complete ignorance of the Hungarian language. For example, he must find a hose for the family's washing machine. The hose empties washing machine water into the bathtub, the customary setup of washing machines in Budapest. The author hilariously recounts Jake's decision to create a few sentences in English and then use an English-to-Hungarian dictionary to communicate with the store clerk. He does not realize until later that Hungarian relies more on word parts than word order for meaning. He confidently recites his memorized sentences to the store clerk, an attractive girl about his age. Jake explains what happens next: "She tried hard to be kind. She kept a completely straight face throughout my exercise. Suddenly, a muscle in her face began to quiver, until she could contain herself no longer and burst into laughter. 'Nem értem (I don't understand!),' she cried, gasping for air." Jake leaves the store without the washing machine part or his pride.

After this embarrassing incident Jake promises himself that he will learn Hungarian. He meets many university students who offer to teach him Hungarian in return for the opportunity to converse with him in English. Many Hungarian students struggle to learn English because the country lacks native English speakers. One such student is the Hungarian store clerk Jake met earlier, and they have their first real conversation.

The story has its share of twists and turns while Jake attempts to make important decisions about his future. Although nothing completely unpredictable happens along the way, at the end the reader feels that the journey is worthwhile, both for the reader and for Jake.

## Reporting Category: Language Numbers 12 through 13

**Performance Indicator:** 3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

12. **Read this sentence from the book review.**

After this embarrassing incident Jake promises himself that he will learn Hungarian.

**Which revision of the underlined portion of the sentence uses correct punctuation?**

- ☐ A incident, Jake, promises
- ☐ B incident, Jake promises
- ☐ C incident Jake, promises
- ☐ D no change

**Performance Indicator:** 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.

13. **Which excerpt from the book review contains a shift in point of view?**

- ☐ A Unfortunately, Jake does not want to go to college, at least not right away, and does not reveal this decision to his parents until just before their scheduled departure.
- ☐ B They suggest that Jake take a year off from school and join them in Budapest, where he would have fresh experiences and a solid year to reflect on his future.
- ☐ C Although the story is about Budapest, I think the author spends too little time on Jake's life in Oklahoma.
- ☐ D He does not realize until later that Hungarian relies more on word parts than word order for meaning.

## Reporting Category: Writing and Research

### Numbers 14 through 14

**Performance Indicator:** 3002.3.12 Determine the writer's purpose in a writing sample.

14. Which statement best describes the author's purpose for writing the review?
- ☐ A to inform readers about a book
  - ☐ B to tell readers about a different culture
  - ☐ C to persuade readers to travel to other countries
  - ☐ D to entertain readers with the character's humorous experiences

## Reporting Category: Logic

### Numbers 15 through 17

**Performance Indicator:** 3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

15. Which statement from the book review reveals a bias of the writer?
- ☐ A Jake, the seventeen-year-old narrator, has graduated from high school with honors and supposedly plans to enroll in business school at an Oklahoma university.
  - ☐ B They had planned for years to do "something crazy" when their son went away to college, and now is their chance.
  - ☐ C Jake accepts the invitation to live in one of the most enchanting cities in Europe.
  - ☐ D For example, he must find a hose for the family's washing machine.

**Performance Indicator:** 3002.5.3 Evaluate text for fact and opinion.

16. Which sentence from the review states a fact about the book?
- ☐ A This novel contains ordinary characters relocating to a land with a culture that few Americans know much about.
  - ☐ B They suggest that Jake take a year off from school and join them in Budapest, where he would have fresh experiences and a solid year to reflect on his future.
  - ☐ C The author hilariously recounts Jake's decision to create a few sentences in English and then use an English-to-Hungarian dictionary to communicate with the store clerk.
  - ☐ D Although nothing completely unpredictable happens along the way, at the end the reader feels that the journey is worthwhile, both for the reader and for Jake.

**Performance Indicator:** 3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

17. The writer of the book review presents the conclusion that
- ☐ A the book is worthwhile to read.
  - ☐ B the book is difficult to understand.
  - ☐ C the book has unpredictable events.
  - ☐ D the book has unrealistic characters.

## Reporting Category: Writing and Research

Numbers 18 through 18

**Performance Indicator:** 3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

**18. Read this excerpt from the review.**

(1) The author humorously describes Jake's discomfort during his first experiences in Budapest, but they only seem funny to Jake when he views them months later. (2) Many of Jake's problems revolve around his complete ignorance of the Hungarian language. (3) For example, he must find a hose for the family's washing machine. (4) The hose empties washing machine water into the bathtub, the customary setup of washing machines in Budapest. (5) The author hilariously recounts Jake's decision to create a few sentences in English and then use an English-to-Hungarian dictionary to communicate with the store clerk. (6) He does not realize until later that Hungarian relies more on word parts than word order for meaning.

**Which sentence in the excerpt is irrelevant and should be deleted?**

- ☐ A Sentence 2
- ☐ B Sentence 3
- ☐ C Sentence 4
- ☐ D Sentence 5

## Reporting Category: Literature

Numbers 19 through 19

**Performance Indicator:** 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

**19. Read this excerpt from the book review.**

Unfortunately, Jake does not want to go to college, at least not right away, and does not reveal this decision to his parents until just before their scheduled departure. "People have told me for years that I should pursue a career in business because I'm good at math, but what's the sense in studying something I don't care about? I don't know what I want to do with my life, but I do know that it's not business."

**Which element of the book's plot does the excerpt describe?**

- ☐ A exposition
- ☐ B rising action
- ☐ C falling action
- ☐ D resolution

## Reporting Category: Communication and Media

Numbers 20 through 20

**Performance Indicator:** 3002.2.3 Distinguish between a critique and a summary.

**20. Read this paragraph from the review.**

*Finding Budapest* will frustrate the reader seeking crime, betrayal, or other such lures in the novel. This novel contains ordinary characters relocating to a land with a culture that few Americans know much about. What the novel lacks in suspense it makes up for in the delivery of a believable story of self-discovery.

**The paragraph is a critique, rather than a summary, because it**

- ☐ A discusses the plot of the book.
- ☐ B assesses the quality of the book.
- ☐ C identifies the theme of the book.
- ☐ D describes the setting of the book.

## Reporting Category: Language

Numbers 21 through 23

**Performance Indicator:** 3002.1.6 Use commas to set off nonessential elements in a sentence.

21.

**Which sentence shows correct comma usage?**

- ☐ A My best friend Amy, moves to Texas, once school ends for the summer.
- ☐ B The stray cat we found has disappeared, I think it must have had a home.
- ☐ C Lilly, although exhausted from the marathon still wanted to play laser-tag.
- ☐ D My grandmother, who turned 80 this summer, still enjoys walking her dogs.

**Performance Indicator:** 3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).

22.

**Which sentence uses allusion or illusion correctly?**

- ☐ A The speaker made an illusion to his unique experiences traveling abroad.
- ☐ B Miguel's allusion to Shakespeare's *Hamlet* impressed our teacher.
- ☐ C People see mirages in the desert as a result of an optical allusion.
- ☐ D The illusion to Poe's poem, "The Raven," is not a valid point in the essay.

**Performance Indicator:** 3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avant-garde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*).

23.

**Read this sentence.**

The candy store's owner was so charmed by my little sister that he allowed her to select any piece of candy she wanted.

**The storeowner's gift to the girl can be best described as**

- ☐ A *tabula rasa* (a clean slate).
- ☐ B *carte blanche* (no limits on choice).
- ☐ C *caveat emptor* (buyer beware).
- ☐ D *joie de vivre* (joy of life).

## Reporting Category: Logic

Numbers 24 through 24

**Performance Indicator:** 3002.5.2 Choose a logical word to complete an analogy.

24.

**Which word best completes the analogy?**

Award is to prestige as \_\_\_\_\_ is to dishonor.

- ☐ A admission
- ☐ B misery
- ☐ C reprimand
- ☐ D upheaval

## Reporting Category: Informational Text

Numbers 25 through 25

**Performance Indicator:** 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

25.

**A cereal company recently stopped using a well-known advertisement depicting a farmer walking in fields of grain behind a draft horse and a hand plough. Which was most likely the motivation for that decision?**

- ☐ **A** Consumers might object that the horse is overworked.
- ☐ **B** Younger consumers prefer brighter, more colorful images.
- ☐ **C** Most consumers do not know that cereals come from grain.
- ☐ **D** Modern consumers cannot relate to the old-fashioned image.

## Reporting Category: Writing and Research

Numbers 26 through 26

**Performance Indicator:** 3002.3.7 Select the thesis statement in a writing sample or passage.

26.

**Read the first paragraph of a student-written report.**

- (1)** Learning to play a musical instrument is not easy.
- (2)** It requires practice, patience, and commitment.
- (3)** Professional musicians make it look easy and fun, but that simply demonstrates that they are, in fact, professionals.
- (4)** Although learning to play a musical instrument is challenging and often frustrating, it is a worthy pursuit that gives a person a great sense of accomplishment.

**Which sentence is the thesis statement of the student's report?**

- ☐ **A** Sentence 1
- ☐ **B** Sentence 2
- ☐ **C** Sentence 3
- ☐ **D** Sentence 4



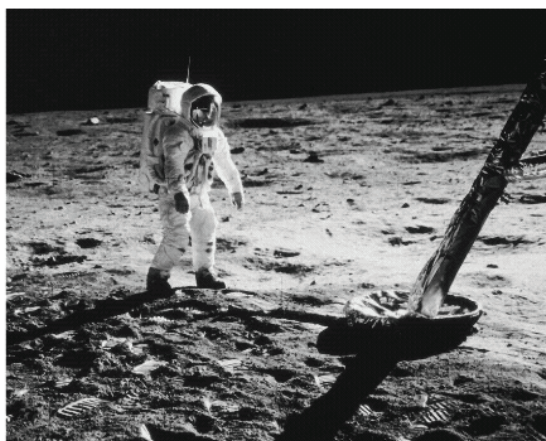
## Reporting Category: Communication and Media

Numbers 27 through 27

**Performance Indicator:** 3002.7.2 Select the type of conflict represented in a non-print medium.

27.

Look at this photo.



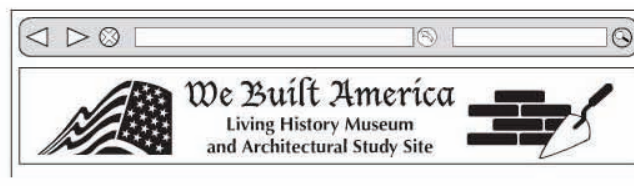
**What type of conflict is represented in this photo?**

- ☐ A person vs. self
- ☐ B person vs. person
- ☐ C person vs. society
- ☐ D person vs. environment

Read the essay and the Web page, answer questions 28 through 37.

## Just Like Home

- 1 The architecture of the United States is a catalogue of the native people and immigrants who built the country. The history of a region is written in the buildings that stand along the city streets and down the country roads. Not surprisingly, while Native American influences can be seen everywhere, early East Coast architecture often reflects Europe, while the architecture in the West shows strong influences from Asia and South America.
- 2 The most easily traced immigrant influences appear in communities established by immigrants from a single home country. With no other influences, immigrants built their buildings whatever the materials like the ones they left behind. This was probably a combination of nostalgia and necessity. No matter why the immigrants decided to come to the New World, it was frightening. Building a house that reminded them of the Old World offered comfort. It was what they could build efficiently to ensure that shelter was available quickly.
- 3 As these groups of native and new Americans met and mingled, architectural styles evolved. The cabin is a good example. Native Americans used sod, bark, skins, and logs to construct small dwellings. In Europe, log construction was common, but styles varied from country to country. The first arrivals on the East Coast found ample woods to build new homes like the ones back home. In Massachusetts, the English Puritans built wood-frame structures using English techniques, while the Swedes in Pennsylvania used double-notched whole logs. When William Penn brought a group of English settlers to Pennsylvania, they adopted some of the Swedish techniques from their new neighbors. As the population expanded into the Midwest, the pioneers helped each other build cabins and shared their skills and techniques even more. The log cabin where Abraham Lincoln spent his early childhood shows split-log construction, double-notched corners, and a shingled roof. Then, when Scandinavian Settlers moved into the Plains, the lack of trees led them to adopt the earthen and sod construction used by the Native Americans.
- 4 All over the United States, techniques from the old country and the new were adapted to suit the climate and available materials. In the southwest desert, the adobe used by the Pueblo Indians kept settlers much cooler than a wooden house, while in the damp Pacific Northwest, Europeans saw the Native Americans building with cedar wood that resisted rot. The immigrants learned from one another and from Native Americans, and American architecture was born.



Here at **We Built America**, our living history interpreters use historic plans, skills, tools, and materials to build accurate replicas of important American colonial structures from all over the country. Reflecting the memories and hopes of native-born and new Americans, the history of our country is illustrated in our architecture. Step back in time with us and learn how **We Built America**.

### Colonial Homes of the Eastern United States: Influenced by Europe

#### The Lindquist Cabin – Pennsylvania

Swedes introduced the log cabin to America. The Lindquist family arrived in 1645. Johann Lindquist and his sons Erik and Olaf built a snug, one-room cabin using the traditional Swedish style of double notching, interlocking notched logs at the corners. A mixture of straw and wet clay filled any gaps between the logs. Sliding shutters over window openings kept out the weather while the stone corner fireplace and chimney provided heat.

#### The Westfield Saltbox

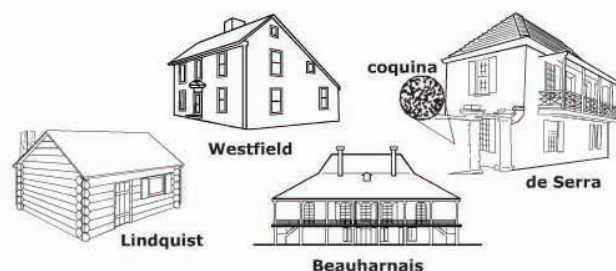
Sawyer Westfield and his brother Charles came to Cape Cod, Massachusetts, from England in 1705 to establish a barrel-making business. They built a wood-frame house covered with split logs. The exaggerated slope of the back roof gives this style its name.

#### The Beauharnais Home – Louisiana

Pierre and Caterina Beauharnais came to Louisiana from France in 1787. Designed to help them survive the hot, humid weather of Louisiana, the house is elevated, and every room has a door to a wide covered porch. This porch served as sitting room, dining room, and even bedroom in the worst of the summer heat. The roof protected the windows from rain so that they could stay open to catch the breezes. They used bricks made at the construction site from plentiful local clay, because bricks did not rot as wood did in the humid climate.

#### The De Serra House – Florida

Don Philippe de Serra arrived in Florida from Madrid in 1781 to expand his trading company and immediately commissioned a home for his family. The Spanish builders favored a local stone called *coquina*. *Coquina*, a limestone formed from fossilized seashells, is rough textured and durable. The De Serra house is typical of the homes built for merchants in the 1780s. The overhanging porch shades the first floor from the hot noon sun.



Next: Colonial Homes of the Western United States: Influenced by Asia, Mexico



## Reporting Category: Language

Numbers 28 through 29

**Performance Indicator:** 3002.1.6 Use commas to set off nonessential elements in a sentence.

28. **Read this sentence from the essay "Just Like Home."**

With no other influences, immigrants built their buildings whatever the materials like the ones they left behind.

**Which option shows correct use of commas?**

- ☐ A With no other influences immigrants built their buildings whatever the materials like the ones they left behind.
- ☐ B With no other influences, immigrants built their buildings, whatever the materials, like the ones they left behind.
- ☐ C With no other influences, immigrants, built their buildings whatever the materials, like the ones they left behind.
- ☐ D With no other influences, immigrants built their buildings whatever the materials like the ones, they left behind.

**Performance Indicator:** 3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

29. **Read this excerpt from the essay.**

(1) When William Penn brought a group of English settlers to Pennsylvania, they adopted some of the Swedish techniques from their new neighbors.

(2) As the population expanded into the Midwest, the pioneers helped each other build cabins and shared their skills and techniques even more.

(3) The log cabin where Abraham Lincoln spent his early childhood shows split-log construction, double-notched corners, and a shingled roof.

(4) Then, when Scandinavian Settlers moved into the Plains, the lack of trees led them to adopt the earthen and sod construction used by the Native Americans.

**Which sentence contains an error in capitalization?**

- ☐ A Sentence 1
- ☐ B Sentence 2
- ☐ C Sentence 3
- ☐ D Sentence 4

## Reporting Category: Writing and Research

Numbers 30 through 30

Research

**Performance Indicator:** 3002.3.16 Identify the mode in which a writing sample is written.

30. **In which mode is "Just Like Home" written?**

- ☐ A descriptive
- ☐ B informative
- ☐ C narrative
- ☐ D persuasive

## Reporting Category: Communication and Media

Numbers 31 through 31

Media

**Performance Indicator:** 3002.2.2 Distinguish between a summary and a paraphrase.

31. **Read this excerpt from the Web page.**

Designed to help them survive the hot, humid weather of Louisiana, the house is elevated, and every room has a door to a wide covered porch.

**Which option is a paraphrase, not a summary, of the sentence?**

- ☐ A The raised house surrounded by a deep, roofed porch helped the family live more comfortably in the oppressive Louisiana weather.
- ☐ B Every room in the elevated house opened onto the covered porch so they could make it through the humid, hot Louisiana weather.
- ☐ C Built to help them make it through the humid weather in Louisiana, the house is lifted with all the rooms leading to the big porch.
- ☐ D Louisiana has hot, humid weather, and the houses are built high off the ground with big porches so they can stay cool.

## Reporting Category: Writing and Research

Numbers 32 through 32

**Performance Indicator:** 3002.3.11 Identify the targeted audience for a selected passage.

32. The Web page "We Built America" is designed to attract which group to the museum?

- ☐ A designers redecorating old houses
- ☐ B families purchasing homes in the area
- ☐ C students researching historic buildings
- ☐ D carpenters starting a construction business

## Reporting Category: Informational Text

Numbers 33 through 33

**Performance Indicator:** 3002.6.2 Use the graphics of informational and technical passages to answer questions.

33. Which question about one of the homes can be answered only through the illustration?

- ☐ A Does the Beauharnais house have a symmetrical front?
- ☐ B What is the texture of the coquina stone of the De Serra house?
- ☐ C Why is the style of the Westfield house named after a kitchen item?
- ☐ D How are the logs joined at the corners on the outside of the Lindquist house?

## Reporting Category: Communication and Media

Numbers 34 through 34

**Performance Indicator:** 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

34. Which design change would improve the information on the Web page?

- ☐ A Use a more modern font in the title.
- ☐ B Increase the space between each section.
- ☐ C Align each drawing next to the building description it illustrates.
- ☐ D Move the link to western homes from the bottom to the top of the page.

## Reporting Category: Writing and Research

Numbers 35 through 35

**Performance Indicator:** 3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.

35. Read this statement from the essay "Just Like Home."

Native Americans used sod, bark, skins, and logs to construct small dwellings.

Which sentence from the Web page *We Built America* contradicts the statement from the essay?

- ☐ A Swedes introduced the log cabin to America.
- ☐ B A mixture of straw and wet clay filled any gaps between the logs.
- ☐ C They used bricks made at the construction site from plentiful local clay, because bricks did not rot as wood did in the humid climate.
- ☐ D *Coquina*, a limestone formed from fossilized seashells, is rough textured and durable.

## Reporting Category: Communication and Media

Numbers 36 through 36

**Performance Indicator:** 3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

36.

**If the essay was added to the Web page, which new tab would best reflect the different ways that the essay and the Web page present information?**

- ☐ A Design Plans
- ☐ B Children Explore
- ☐ C Meet the Families
- ☐ D Research for Teachers

## Reporting Category: Informational Text

Numbers 37 through 37

**Performance Indicator:** 3002.6.5 Synthesize information across two or more informational or technical texts.

37.

**Read this sentence from the Web page.**

Reflecting the memories and hopes of native-born and new Americans, the history of our country is illustrated in our architecture.

**The information in both the sentence from the Web page and the essay highlights the**

- ☐ A influence of American architecture on other parts of the world.
- ☐ B speed with which the American population spread westward.
- ☐ C skills brought to America by generations of immigrants.
- ☐ D effect of immigration on American architectural styles.

## Reporting Category: Logic

Numbers 38 through 38

Performance Indicator: 3002.5.10 Identify a false premise in text.

38.

**Read this paragraph.**

Donna came home to find her favorite vase in pieces. Her daughter Angie said her sister Lucy broke the vase. Donna knows that either Angie was telling the truth, or she was lying. Since Donna knows Lucy was at her friend's house when the vase was broken, she is certain that Angie was lying and decides to take the money out of her allowance.

**On which false premise is Donna's conclusion based?**

- ☐ A Donna assumes that Angie must have been either lying or telling the truth.
- ☐ B Donna believes that Angie has enough money to pay for the vase.
- ☐ C Donna thinks that Angie wanted to get her sister in trouble.
- ☐ D Donna supposes that the vase cannot be repaired.

## Reporting Category: Literature

Numbers 39 through 43

Performance Indicator: 3002.8.2 Differentiate among verbal, situational, and dramatic irony.

39.

**Read the scene description.**

A girl wants a cat for a pet, but her mother insists that cats are too much trouble and refuses to let her have one. One evening, however, the mother comes home with a tiny kitten. "I found it outside my workplace," the mother tells her daughter. "It just looked so lonely and vulnerable that I thought we should give it a home."

**The scene illustrates which type of irony?**

- ☐ A verbal
- ☐ B dramatic
- ☐ C situational
- ☐ D no irony

**Performance Indicator:** 3002.8.8 Identify and analyze the common theme in a series of passages.

40.

**Read the article and the poem.**

## What Season Are You?

You could probably tell a lot about people by asking which season they prefer. Summer people, for example, are warm like the season they enjoy. Play, for them, is as serious as work. They love activities such as swimming, surfing, beach volleyball, and soaking up the vitamin D-enriched sunshine that contributes to their happy moods.

People who prefer fall are more introspective. They are acutely aware of the cycles of life evidenced by the falling leaves. Fall people also enjoy the outdoors but require cooler temperatures for the activities they love, such as camping, hiking, and horseback riding.

Winter people like to keep to themselves and their families. They enjoy the cold weather so they can hibernate in their homes and revel in quiet activities such as reading, journaling, and roasting marshmallows beside an open fireplace.

Spring people are full of hope. As the snow outside begins to melt, spring people come to life. With each new bud on a tree, their hope blossoms, and they spread their good cheer to those around them. Spring people love bird watching, gardening, and walks around the neighborhood.

## Seasons

Summer dances with her flowers,  
Plays and sings away the hours.  
Autumn turns the greens to reds,  
And withers flowers in their beds.  
Winter blows the leaves away  
And turns the skies a steely gray.  
Spring arrives with gentle rains  
And makes the earth feel hope again.

**Which is the best statement of a theme shared by both the article and the poem?**

- ☐ A Seasons are a necessary part of the earth's life cycle.
- ☐ B Changing seasons bring changes in mood and activities.
- ☐ C Spring is the best season because it is the most hopeful.
- ☐ D There are good and bad characteristics of all the seasons.

**Performance Indicator:** 3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

41.

**Read this excerpt from a screenplay.**

CARSON: I wanted to speak up for Kevin, Dad, but I couldn't. Since I hadn't been in the room myself, I couldn't honestly say what took place. You think that you know a person, but do you ever really know them?

DAD: *(looking unbelievably at Carson)* Carson, how could you doubt your best friend?

**This excerpt is an example of a(n)**

- ☐ A aside.
- ☐ B dialogue.
- ☐ C soliloquy.
- ☐ D monologue.

**Performance Indicator:** 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).

42.

**Read this excerpt from a short story.**

Sam flung open the door and leapt into the room.  
"What?" asked Robin irritably, looking up from her homework.

*"Tis night, and I must rescue from horrible captivity  
My own, my dear, my sweet.  
I must struggle down the mountainside and  
Pass unseen beyond the monster's cave."*

Robin rolled her eyes. "Mom is across the street. She won't see you getting a cookie out of the jar."

**Which literary element is contained in the excerpt?**

- ☐ A paradox
- ☐ B allegory
- ☐ C parody
- ☐ D satire

**Performance Indicator:** 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).

43.

**How would an online encyclopedia article about a travel destination differ from a travel guide about the same destination?**

- ☐ **A** The encyclopedia article would include more personal insights than the travel guide.
- ☐ **B** The encyclopedia article would have more colorful illustrations than the travel guide.
- ☐ **C** The travel guide would contain more information about hotels than the encyclopedia article.
- ☐ **D** The travel guide would contain more Web links to additional information than the encyclopedia article.

## Reporting Category: Communication and Media

Numbers 44 through 44

**Performance Indicator:** 3002.7.6 Infer the mood represented in a non-print medium.

44.

**Look at this photo.**



**Which word best describes the mood the viewer can infer from the photo?**

- ☐ **A** determination
- ☐ **B** hopefulness
- ☐ **C** isolation
- ☐ **D** annoyance



Read the biography and answer questions 45 through 52. The biography may contain errors.

## Inherited Adventure

- 1 Some family names trigger an instant association. America's first political dynasty, the Adams family, gave the United States two presidents, a governor, several legislators, a secretary of the Navy, and an ambassador. In the eighteenth and nineteenth centuries, all the important people wanted their portraits painted by one of the Peales of Philadelphia. From the days of the Model T car, a member of the Ford family led the company that bears its name. Generations followed the same path, defined by tradition or talent. Public service, creativity, or invention winds around the branches of those family trees like a vine. On the family tree of the Piccards of Switzerland, the vine is adventure. Three generations of Piccards traveled higher, deeper, or farther than any other human beings of their times.
- 2 What happens in the atmosphere above the clouds? In 1931, Swiss professor Auguste Piccard wanted to know. He was one of a group of scientists studying cosmic rays, the radiation from outer space that penetrates the Earth's atmosphere. The best place to study these rays is the stratosphere, about eight miles above the Earth's surface. The airplanes of the time could not reach the stratosphere, but a balloon could. However, the stratosphere is not a welcoming place for the human body there is not enough oxygen for respiration. The low air pressure causes human lungs to collapse. Between 1861 and 1931, several scientists attempted to ascend to the stratosphere using a balloon, but all failed. Some died. Auguste knew that to reach 50,000 feet, he would have to travel inside a pressurized compartment.
- 3 Technology first used in submarines provided the solution. Auguste and his crew adapted the design so that it would keep the air pressure at a steady level inside the capsule, no matter how low the outside pressure dropped. Attached to an enormous hydrogen balloon, he and fellow scientist Paul Kipfer rose over 51,000 feet and descended safely. In the next few years, Auguste made twenty-seven successful ascents to the stratosphere.
- 4 Auguste's twin brother, Jean Piccard, taught at the Massachusetts Institute of Technology. Inspired by his brother's work, Jean also traveled to great heights. In 1933, leading a team from the United States, Jean reached 61,000 feet, his highest ascent. Jean's wife, Jeannette, also a scientist, became the first woman to reach the stratosphere in 1934. She piloted the balloon while Jean gathered data. When reporters asked Jeannette if she was frightened, she retorted that the stratosphere was too interesting for her to be afraid. Together the three Piccards contributed greatly to the scientific study of the Earth's atmosphere.
- 5 By the time Auguste's son Jacques was an adult, Auguste had given up flying and turned his attention to the oceans. He developed several underwater ships. Jacques, also a scientist, joined his father's research and, after his father's death, blazed his own trail of adventure. Yet again, the Piccard sense of curiosity led a member of the family to the extreme.
- 6 Jacques' son Bertrand also has an adventurous spirit. His grandfather went up, his father went down, and Bertrand goes around. In 1999, he and a partner successfully circumnavigated the Earth in a hot air balloon. The non-stop trip took twenty-one days. Bertrand now works with a team developing an airplane that uses only solar power. He hopes to circle the planet again in this plane.
- 7 Jacques traveled to the place called Challenger Deep at the bottom of the Mariana Trench. Challenger Deep lies far below the surface of the Pacific Ocean. It is nearly seven miles down. It is farther from sea level than the peak of Mt. Everest, the highest mountain on Earth. Like the stratosphere explorations, traveling this distance from the Earth's surface holds danger for humans. The water pressure is so great that it feels like millions of pounds pressing down, and the water temperature stays barely above freezing. Auguste and Jacques developed a capsule called a bathyscaphe that would keep passengers safe. In 1960, Jacques and fellow researcher Don Walsh descended 35,800 feet, farther than any human has ever gone; their record still stands today.
- 8 Auguste and Jean's father Jules was a chemist, and their Uncle Paul was an engineer. Jean and Jeannette's son is a balloonist and inventor. One could safely say that the Piccard family deserves recognition as one of the most important scientific families in history. Perhaps someday another Piccard will travel farther out into space or deeper inside the Earth. After all, exploration is the Piccard family tradition.

## Reporting Category: Language Numbers 45 through 47

**Performance Indicator:** 3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.

45.

**Read this excerpt from the biography.**

Challenger Deep lies far below the surface of the Pacific Ocean. It is nearly seven miles down. It is farther from sea level than the peak of Mt. Everest, the highest mountain on Earth.

**Which revision best combines the sentences?**

- ☐ A Nearly seven miles from Mt. Everest, the highest mountain on Earth, lies Challenger Deep under the Pacific Ocean.
- ☐ B Under the surface of the Pacific Ocean, Challenger Deep is seven miles farther down than the peak of Mt. Everest is from sea level.
- ☐ C Challenger Deep is seven miles below the surface of the Pacific Ocean, which is farther from sea level than the peak of Earth's highest mountain, Mt. Everest.
- ☐ D Farther from sea level than the peak of Mt. Everest, the highest mountain on Earth, Challenger Deep lies nearly seven miles below the surface of the Pacific Ocean.

**Performance Indicator:** 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

46.

**Read this sentence from the biography.**

However, the stratosphere is not a welcoming place for the human body there is not enough oxygen for respiration.

**How should the underlined portion be revised to correct the run-on sentence?**

- ☐ A body; because there is
- ☐ B body, and there is
- ☐ C body; there is
- ☐ D body, there is



**Performance Indicator:** 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

47.

**Read this excerpt from the biography.**

His grandfather went up, his father went down, and Bertrand goes around. In 1999, he and a partner successfully circumnavigated the Earth in a hot air balloon. The non-stop trip took twenty-one days. Bertrand now works with a team developing an airplane that uses only solar power. He hopes to circle the planet again in this plane.

**Based on the context of the excerpt, what does the word circumnavigated mean?**

- ☐ A orbited
- ☐ B traveled
- ☐ C measured
- ☐ D conquered

## Reporting Category: Writing and Research

Numbers 48 through 49

**Performance Indicator:** 3002.4.6 Identify information that must be cited or attributed within a writing sample.

48.

**Read this sentence from the biography.**

When reporters asked Jeannette if she was frightened, she retorted that the stratosphere was too interesting for her to be afraid.

**Which source information should be included with the sentence?**

- ☐ A an introductory phrase stating where the interview with Jeanette occurred
- ☐ B a parenthetical reference citing complete source information for Jeanette's comment
- ☐ C an introductory phrase identifying the publication in which Jeanette's comment first appeared
- ☐ D a parenthetical reference giving the publication date and page number of the source of Jeanette's comment

**Performance Indicator:** 3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

49.

**Which is the best order for Paragraphs 5, 6, and 7 to support the chronological organization of the biography?**

- ☐ A 7, 6, 5
- ☐ B 6, 5, 7
- ☐ C 5, 7, 6
- ☐ D no change

## Reporting Category: Logic

Numbers 50 through 52

**Performance Indicator:** 3002.5.4 Analyze cause-effect relationships in text.

50.

**According to the biography, why did Auguste Piccard use submarine technology to ascend to the stratosphere?**

- ☐ A Submarines used materials that repelled the dangerous cosmic rays he was studying.
- ☐ B He needed a design that provided enough room for two scientists to travel in the capsule.
- ☐ C Submarines provide the same protection from water pressure under the sea as he needed from air pressure in the stratosphere.
- ☐ D He needed a waterproof capsule because passing through clouds was like diving into water.

**Performance Indicator:** 3002.5.1 Make inferences and draw conclusions based on evidence in text.

51.

**What can the reader infer about the Piccard family from the biography?**

- ☐ **A** The Piccard family set out to become famous scientists.
- ☐ **B** Music and literature were of no interest to the Piccards.
- ☐ **C** Each generation of Piccards built on the discoveries of previous generations.
- ☐ **D** The study of the sciences was forced on all members of the Piccard family.

**Performance Indicator:** 3002.5.3 Evaluate text for fact and opinion.

52.

**Which statement from the biography is an opinion?**

- ☐ **A** Inspired by his brother's work, Jean also traveled to great heights.
- ☐ **B** Jacques, also a scientist, joined his father's research and, after his father's death, blazed his own trail of adventure.
- ☐ **C** Bertrand now works with a team developing an airplane that uses only solar power.
- ☐ **D** One could safely say that the Piccard family deserves recognition as one of the most important scientific families in history.

## Reporting Category: Writing and Research

Numbers 53 through 53

Performance Indicator: 3002.4.2 Differentiate between primary and secondary sources.

53.

**Which source would be a secondary source for a report on pioneers in Kansas?**

- ☐ A a newspaper article from the first newspaper published in Kansas during its pioneer days
- ☐ B an article about historical pioneer places to visit in Kansas in a travel magazine
- ☐ C a journal written by the first doctor to settle in Kansas in its first year as a state
- ☐ D a book written by a woman about memories of her family's pioneer home in Kansas

## Reporting Category: Logic

Numbers 54 through 54

Performance Indicator: 3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.

54.

**Which statement is an example of deductive reasoning because the conclusion logically follows from the premise?**

- ☐ A The toucans in the zoo are black and white; therefore, all toucans are black and white.
- ☐ B Sadij always feels sleepy right after he eats dinner; therefore, dinner makes him sleepy.
- ☐ C Amanda is a good singer and I hear beautiful singing upstairs; therefore, Amanda is singing.
- ☐ D All mother tigers are aggressive and that tiger is a mother tiger; therefore, she is aggressive.

## Reporting Category: Writing and Research

Numbers 55 through 55

**Performance Indicator:** 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

55.

**Read this excerpt.**

Victorian adventure novels were very popular. They appealed to both young and old. They combined romance, mystery, and intrigue.

**Which of these best combines the sentences in the excerpt above?**

- ☐ **A** By combining romance and mystery, the Victorian novel was appealing to young readers.
- ☐ **B** Young and old appealed to the Victorian adventure novel for a combination of romance, mystery, and intrigue.
- ☐ **C** The combination of romance, mystery, and intrigue meant that young and old were popular with the Victorian adventure novel.
- ☐ **D** With their appealing combination of romance, mystery, and intrigue, Victorian adventure novels were popular with both young and old.

## Reporting Category: Communication and Media

Numbers 56 through 57

**Performance Indicator:** 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

56.

**A group of students is working on a multimedia presentation for history class.**

**Which strategy is most important to help the group work productively as a team?**

- ☐ **A** Ask the teacher to direct the team's decisions.
- ☐ **B** Ask the girls to write and the boys to run the technology.
- ☐ **C** Consider input from all members when making major decisions.
- ☐ **D** Borrow the technology equipment needed from the school library.

**Performance Indicator:** 3002.7.5 Match a focused message to an appropriate medium.

57.

**The science club decided to start a school-wide recycling program to earn community service hours. Which is the best way to convince the student body to participate?**

- ☐ **A** funny student plays performed at lunch
- ☐ **B** announcements read by homeroom teachers
- ☐ **C** student-designed posters decorating the hallways
- ☐ **D** messages from administrators on the school Web site

The Harper Area Library System is offering a number of jobs to students in the area. Read the advertisement and answer questions 58 through 63.



## Library Employment Opportunities

Earn Money This Summer with Harper Libraries!

*Do you have too much free time this summer vacation?  
Do you need a summer job to earn extra money?  
Do you want to be involved in your community?*



Harper Area Library System (HALS) sees an increase in patrons during the summer months. Therefore, HALS needs to increase its staff. With the help of a grant from the Harper Community Cares Foundation, HALS has a number of employment opportunities available for area high school students. The grant is designed to fulfill a real community need by giving the area's young people a chance to gain valuable work experience. Many are perfect jobs for high school students on summer vacation. Some positions will continue beyond summer as great part-time jobs.

### Summer Only Job Postings:

**Circulation Desk** – Provide service with a smile while checking materials in and out to guests. Friendly attitude and ability to work on library data system required.

**Work Hours:** Monday–Friday  
8:00 a.m.–4:00 p.m.

**Positions Available:** 5

**Rate of Pay:** \$7.50 / hour

**Book Theater** – Be a part of the HALS summer story productions that bring children's literature to life. Book Theater has steadily grown in popularity since it began three years ago. Each summer, parents and kids flock to these lively one-hour renderings of classic and current favorites. With the help of the Harper Community Cares Foundation grant, Book Theater will expand to include shows at all three HALS branches. Applicants should enjoy performing in front of an audience and working with young children.

**Work Hours:**

**Practice:** Mondays 4:00–6:00 p.m.

**Performances:** Tuesdays 10:00 a.m. at Harper Main Branch  
Wednesdays 1:00 p.m. at West Memorial Branch  
Thursdays 11:00 a.m. at Harper South Branch



**Positions Available:** 9

**Rate of Pay:** \$16.00 / performance

**Beautification Team** – Help keep the three HALS branches looking fantastic! The position includes maintenance of the grounds with tasks like mowing lawns, pulling weeds, and trimming shrubs, as well as making additional facility improvements, such as exterior and interior painting and planting flowers.

**Work Hours:** Monday–Thursday  
9:00 a.m.–3:00 p.m.



**Positions Available:** 6

**Rate of Pay:** \$7.50 / hour

**Bookmobile** – Assist the bookmobile driver on delivery routes. The HALS branches provide the convenient service of bringing books, magazines, music, movies, and more from other libraries to the branch of the customer's choice. Routes connect the HALS branches and libraries in neighboring communities. The truck is air-conditioned, and the driver is friendly. Applicants must be able to lift heavy boxes and fill out invoice forms.

**Work Hours:** Monday, Wednesday, and Friday  
9:00 a.m.–4:00 p.m.

**Positions Available:** 2

**Rate of Pay:** \$8.00 / hour

### Year-Round Job Postings:

**Computer Tutor** – Assist guests to navigate the sometimes challenging waters of modern technology. Candidates should possess both strong interpersonal skills and computer proficiency. Common tasks involve word processing, Internet searches, and using the HALS Web site to find and reserve materials.

**Work Hours:** Summer: Monday–Friday 9:00 a.m.–5:00 p.m.  
September–May: Monday–Friday 3:00–8:00 p.m.

**Positions Available:** 5

**Rate of Pay:** \$8.00 / hour



**Shelf Stocking** – Put returned materials into their proper place. Help keep libraries in order so guests can locate the items they desire. Applicants should have good organizational skills.

**Work Hours:** Monday–Friday 8:00 a.m.–5:00 p.m.  
Saturday 10:00 a.m.–4:00 p.m.

**Positions Available:** 4

**Rate of Pay:** \$7.50 / hour

Applications available at the HALS branches or online at [www.harpercommunitycares.org/employment](http://www.harpercommunitycares.org/employment).

Accepting applications from May 14 through June 3

Apply today and take advantage of this great opportunity!

Direct all questions to: Cheryl Heintz, chairperson of Harper Community Cares Foundation  
Email: [cherylheintz@harpercommunitycares.org](mailto:cherylheintz@harpercommunitycares.org)  
Phone: (555) 555-5555

## Reporting Category: Language

Numbers 58 through 58

**Performance Indicator:** 3002.1.8 Recognize correct subject-verb agreement with intervening elements.

58.

**Read this excerpt from the advertisement.**

Harper Area Library System (HALS) sees an increase in patrons during the summer months. Therefore, HALS needs to increase its staff.

**In the context of the advertisement, what does patrons mean?**

- ☐ A books
- ☐ B customers
- ☐ C employees
- ☐ D grants

## Reporting Category: Informational Text

Numbers 59 through 59

**Performance Indicator:** 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

59.

**The advertisement is organized so that job postings are**

- ☐ A arranged sequentially from most to least important.
- ☐ B explained, in order to compare and contrast them.
- ☐ C described as the causes of one main effect.
- ☐ D presented as solutions to one problem.



## Reporting Category: Writing and Research Numbers 60 through 62

**Performance Indicator:** 3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

60. Which sentence in the Bookmobile description is irrelevant and should be deleted?

- ☐ A Assist the Bookmobile driver on delivery routes.
- ☐ B Routes connect the HALS branches and libraries in neighboring communities.
- ☐ C The truck is air-conditioned, and the driver is friendly.
- ☐ D Applicants must be able to lift heavy boxes and fill out invoice forms.

**Performance Indicator:** 3002.3.14 Select the proper format to convey a set of work-related information.

61. When HALS makes job offers to selected applicants, this information would best be presented in a(an)

- ☐ A e-mail.
- ☐ B personal phone call.
- ☐ C community newsletter.
- ☐ D Web page announcement.

## Reporting Category: Informational Text Numbers 62 through 62

**Performance Indicator:** 3002.6.2 Use the graphics of informational and technical passages to answer questions.

62. Which job would be best for an applicant who can only work on Saturdays?

- ☐ A Circulation Desk
- ☐ B Book Theater
- ☐ C Computer Tutor
- ☐ D Shelf Stocking

## Reporting Category: Communication and Media Numbers 63 through 63

**Performance Indicator:** 3002.2.2 Distinguish between a summary and a paraphrase.

63. Read this excerpt from the advertisement.

**Beautification Team** – Help keep the three HALS branches looking fantastic! The position includes maintenance of the grounds with tasks like mowing lawns, pulling weeds, and trimming shrubs, as well as making additional facility improvements, such as exterior and interior painting and planting flowers.

Which is a paraphrase, not a summary, of the excerpt?

- ☐ A The Beautification Team maintains the appearance of the branches by performing general yard work and improvements such as painting.
- ☐ B Those who apply for the Beautification Team should be willing to do some painting in addition to maintaining branch grounds in order to keep all branches looking fantastic.
- ☐ C Members of the Beautification Team maintain the grounds of the branches by doing jobs such as mowing, trimming, and weed pulling, as well as making improvements such as painting and planting.
- ☐ D Those hired for the Beautification Team should plan to handle grounds maintenance tasks such as lawn mowing and shrub trimming as well as exterior and interior painting to keep the three branches looking great.

## Reporting Category: Language

Numbers 64 through 64

**Performance Indicator:** 3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

64.

**Read this sentence.**

The team \_\_\_\_\_ trophy during a community spirit rally.

**Which words best complete the sentence?**

- ☐ A are awarded their
- ☐ B is awarded their
- ☐ C are awarded its
- ☐ D is awarded its

## Reporting Category: Writing and Research

Numbers 65 through 66

**Performance Indicator:** 3002.3.11 Identify the targeted audience for a selected passage.

65.

**Read the notice.**

Calling All Students!

Dig in and join the fun as we begin planning this year's Crockett High School garden. Last year, thirty students planted, tended, and harvested lettuce, carrots, onions, broccoli, beans, and other vegetables from March to June. Student gardeners delivered the garden's produce to the local food bank, where it helped provide healthful food to hundreds of hungry residents. Building on the work we started last year, this year's project will expand the existing garden behind the science building. Be a part of this exciting and important project by attending this year's kick-off meeting in room 37 after school on February 15.

**This notice would most likely appeal to people who are interested in**

- ☐ A avoiding being overweight.
- ☐ B protecting the environment.
- ☐ C improving the school campus.
- ☐ D providing a community service.



**Performance Indicator:** 3002.3.16 Identify the mode in which a writing sample is written.

66.

**Read the excerpt from a student-written report.**

No one knows who invented the first skateboard, but we do know that skateboarding first began in the 1950s in California. The surfing craze of the time inspired people to try to "surf the streets." The first skateboarders attached the wheels of roller skates to wooden boxes or boards. By 1963, skateboarding had become extremely popular, and companies that manufactured skateboards began holding skateboarding competitions. Some of the well-known skateboarders of the time included Torger Johnson, Woody Woodward, and Danny Berer.

**Which best describes the mode in which this paragraph is written?**

- ☐ A expressive
- ☐ B informative
- ☐ C narrative
- ☐ D persuasive

## Reporting Category: Literature

Numbers 67 through 67

**Performance Indicator:** 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

67.

**Read this excerpt from a poem.**

She stares up through  
layers of rustling  
green maple leaves,  
the sun winking  
playfully at her from  
between the branches

**The excerpt contains an example of**

- ☐ A rhyming.
- ☐ B alliteration.
- ☐ C personification.
- ☐ D assonance.

## Reporting Category: Communication and Media

Numbers 68 through 68

**Performance Indicator:** 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

68.

Look at this photo.



This photo will appear along with the message "Consider Carpooling!" on billboards and public service advertisements in a large city. Which layout will provide the most impact on its intended audience?

- ☐ A The message should be in small, uppercase font at the top of the photo.
- ☐ B The message should be in large, bold font across the center of the photo.
- ☐ C The message should be in large, italicized font diagonally across the photo.
- ☐ D The message should be in small, bright red font in each corner of the photo.

Read the editorial and answer questions 69 through 74.

## Welcoming Pets at Work

Under ordinary circumstances, sleeping while everyone else is on the job or growling at the boss would not be tolerated in most workplaces. But in recent years, these behaviors have been observed more and more frequently: not among staff members, but among the pets they bring with them to work. A 2010 survey of American companies revealed that 17 percent (almost one in five) allow their employees to bring a pet to work. This policy has tongues as well as tails wagging.

Today, you might see man's best friend at one of the offices of Google®, Amazon(SM), or Autodesk(SM). You might also see dogs large and small in the halls of Congress. Feline fanciers can enjoy the companionship of a pet as well at hundreds of pet-friendly companies. Rabbits, squirrels, birds, and even snakes have accompanied their owners into the office or wherever they perform their job. Pets are like good employees; they are loyal to their bosses and they work hard to get ahead.

Growing evidence supports the belief that animals in the workplace relieve stress and improve employee morale. Ailments as varied as high blood pressure and depression improve when pets appear on the scene at work. They act as "icebreakers" by encouraging communication and interaction among coworkers and between workers and clients. Pets at work also help those individuals involved in tedious tasks to relax and remain more focused. They put everybody in a good mood.

The benefits of pets in the workplace do not end when the last person clocks out in the evening. Most pets go home at the end of the day, but some may remain behind.

They serve after hours as security guards and pest control service staff. In offices and warehouses that maintain a skeleton staff during off-hours, four-footed friends help relieve the loneliness of those who would otherwise labor with little or no company.

We recognize that some drawbacks exist to allowing pets in the workplace, but employees can address most if not all of these when employees follow some basic pet etiquette. First and foremost, you must clean up after your pet. Timely walks and a thoughtfully placed litter box can prevent problems. The same courtesies that usually govern staff cafeterias and lounges apply to meal and break time with pets. Clean up afterwards and keep the volume down. If Fluffy has a real hairball problem or Fido barks at the approach of every stranger, you might need to reconsider bringing either one to the office.

Pets need not be disruptive or destructive. Consider that **Replacements, Ltd.(SM)** allows pets not only in its offices and warehouses but even in the showroom where they display crystal, china, and other costly and fragile items. A cat reigns at the front desk of a very popular museum that we visited during a recent trip abroad.

All animal lovers will agree that it is a great idea to allow animals in the workplace. We strongly support the idea and urge area companies to set out the welcome mat (and water bowl) at work for our furry, feathered, and finned friends.

Google® is a registered Trademark owned by Google, Inc.

Amazon(SM) is a registered Service Mark owned by Amazon.com, Inc.

Autodesk(SM) is a registered Service Mark owned by Autodesk, Inc.

Replacements, Ltd.(SM) is a registered Service Mark owned by Replacements, Ltd. Corporation North Carolina

## Reporting Category: Writing and Research Numbers 69 through 71

**Performance Indicator: 3002.3.3** Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

69.

**Read this excerpt from Paragraph 6 of the editorial.**

(1) Pets need not be disruptive or destructive. (2) Consider that **Replacements, Ltd.(SM)** allows pets not only in its offices and warehouses but even in the showroom where they display crystal, china, and other costly and fragile items. (3) A cat reigns at the front desk of a very popular museum that we visited during a recent trip abroad.

**Which word, if added to the beginning of Sentence 3, provides the most appropriate transition between the sentences?**

- ☐ A Consequently,
- ☐ B Furthermore,
- ☐ C However,
- ☐ D Therefore,

**Performance Indicator: 3002.3.2** Choose the most effective order of sentences in a paragraph.

70.

**Read Paragraph 5 from the editorial.**

(1) We recognize that some drawbacks exist to allowing pets in the workplace, but employees can address most if not all of these when employees follow some basic pet etiquette. (2) First and foremost, you must clean up after your pet. (3) Timely walks and a thoughtfully placed litter box can prevent problems. (4) The same courtesies that usually govern staff cafeterias and lounges apply to meal and break time with pets. (5) Clean up afterwards and keep the volume down. (6) If Fluffy has a real hairball problem or Fido barks at the approach of every stranger, you might need to reconsider bringing either one to the office.

**After which sentence in the paragraph would this additional sentence best fit?**

A pet should also be left at home if any coworkers have serious allergies or a great fear of animals.

- ☐ A Sentence 3
- ☐ B Sentence 4
- ☐ C Sentence 5
- ☐ D Sentence 6

**Performance Indicator:** 3002.3.10 Identify a statement that reveals the writer's attitude.

71. Which statement from the editorial best reveals the writer's attitude toward pets in the workplace?

- ☐ A You might also see dogs large and small in the halls of Congress.
- ☐ B Rabbits, squirrels, birds, and even snakes have accompanied their owners into the office or wherever they perform their job.
- ☐ C The benefits of pets in the workplace do not end when the last person clocks out in the evening.
- ☐ D A cat reigns at the front desk of a very popular museum that we visited during a recent trip abroad.

## Reporting Category: Logic

### Numbers 72 through 75

**Performance Indicator:** 3002.5.14 Distinguish the strongest or weakest point of a given argument.

72. Read this paragraph from the editorial.

(1) Growing evidence supports the belief that animals in the workplace relieve stress and improve employee morale. (2) Ailments as varied as high blood pressure and depression improve when pets appear on the scene at work. (3) They act as "icebreakers" by encouraging communication and interaction among coworkers and between workers and clients. (4) Pets at work also help those individuals involved in tedious tasks to relax and remain more focused. (5) They put everybody in a good mood.

Which sentence in the paragraph makes the weakest point in support of allowing pets in the workplace?

- ☐ A Sentence 2
- ☐ B Sentence 3
- ☐ C Sentence 4
- ☐ D Sentence 5

**Performance Indicator:** 3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

73. Which statement in the editorial best shows that pets should not be allowed in the workplace?

- ☐ A A 2010 survey of American companies revealed that 17 percent (almost one in five) allow their employees to bring a pet to work.
- ☐ B Pets at work also help those individuals involved in tedious tasks to relax and remain more focused.
- ☐ C The benefits of pets in the workplace do not end when the last person clocks out for the evening.
- ☐ D We recognize that some drawbacks exist to allowing pets in the workplace, but employees can address most if not all of these when employees follow some basic pet etiquette.

**Performance Indicator:** 3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority) within a given argument.

74. Read the following sentence from Paragraph 2.

Pets are like good employees; they are loyal to their bosses and they work hard to get ahead.

The sentence contains which logical fallacy?

- ☐ A non sequitur: a statement that does not follow logically
- ☐ B false analogy: a questionable or weak analogy
- ☐ C slippery slope: ignoring the series of steps between one event and the one in question
- ☐ D false dilemma: providing only two options when there are actually more options

**Performance Indicator:** 3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).

75.

**Read this sentence from the editorial.**

All animal lovers will agree that it is a great idea to allow animals in the workplace.

**Which persuasive device is used in the sentence?**

- ☐ **A** bandwagon (suggesting that everyone agrees)
- ☐ **B** loaded words (using strong emotional language)
- ☐ **C** snob appeal (appealing to an attitude of feeling superior)
- ☐ **D** testimonial (using words from an expert or a famous person)

## Reporting Category: Language

Numbers 76 through 78

**Performance Indicator:** 3002.1.6 Use commas to set off nonessential elements in a sentence.

76.

**Which sentence shows correct comma usage?**

- ☐ **A** Kyle rides his bicycle which is built for racing, to and from his office, every day.
- ☐ **B** Rebekah who is studying, to become a nurse, hopes to find a summer job at the pool.
- ☐ **C** Andrew will use his bonus check, which is coming in the mail, to buy a new tennis racquet.
- ☐ **D** Jillian who moved west, several months ago, was happy to hear that her new neighbors like dogs.

**Performance Indicator:** 3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).

77.

**Which sentence uses the underlined word correctly?**

- ☐ A I wonder who's green backpack this is.
- ☐ B Whose your favorite hip-hop recording artist?
- ☐ C The runner whose complained the most about track conditions actually won the race.
- ☐ D Talia, who's my best friend, likes the same kinds of movies I do, so we go to the movies every Saturday.

**Performance Indicator:** 3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

78.

**Read this sentence and dictionary entry.**

The thwart old man sat down and refused to get out of the canoe.

**thwart** (thwawrt) **1.**(verb) to prevent from achieving a goal; **2.**(noun) a seat across the middle of a boat; **3.**(adj) stubborn, uncooperative; **4.** (adv) across (archaic) [**ME** *thwert*: across]

**According to the entry, which definition is used in this sentence?**

- ☐ A definition 1
- ☐ B definition 2
- ☐ C definition 3
- ☐ D definition 4



## Reporting Category: Informational Text

Numbers 79 through 79

**Performance Indicator:** 3002.6.5 Synthesize information across two or more informational or technical texts.

79.

**Read these excerpts from a school newspaper and an instruction manual.**

The students of Oakville High School enthusiastically took on the task of raising money to help equip the new library. They held bake sales, sold bookmarks, held a sponsored read-a-thon, and canvassed local businesses for donations. However, the biggest success story is the bookcase sale.

Mrs. Elliot's Computer-Aided Design classes held a contest to design a bookcase that the woodworking club could manufacture using wood reclaimed from the old library wall paneling. The winner of the contest, Alex Rodriguez, designed a three-shelf bookcase. The bookcase pieces, which come flat in a box, are easy to put together.

### Bookcase Instructions

Step 1: Check the materials list. If parts are missing, contact the Oakville High Library Funds committee.

Step 2: Use the included wrench to attach the shelves to one side panel.

Step 3: Attach the second side panel to the shelves.

Step 4: Stand the panels up. After making sure that the shelves are straight, tighten all bolts.

Step 5: Attach the decorative top and bottom panels.

**The information in both the newspaper article and the instruction manual emphasizes the point that the bookcase**

- ☐ A must be assembled by the buyer.
- ☐ B utilizes recycled materials from the old library.
- ☐ C was designed by the winner of a school contest.
- ☐ D raised funds for the new school library.

## Reporting Category: Communication and Media

Numbers 80 through 80

**Performance Indicator:** 3002.7.2 Select the type of conflict represented in a non-print medium.

80.

**Look at this photo.**



**What is the primary conflict in this photo?**

- ☐ A person vs. self
- ☐ B person vs. society
- ☐ C person vs. nature
- ☐ D person vs. technology

**Go On ►**

Read the essay and answer questions 81 through 88.

## Reclaiming Community Treasure Requires Cooperation from All

As chairman of the Monroe Theater Restoration Committee, I appreciate this opportunity to inform my fellow citizens of a distressing situation. I write in the hope that people will hear my plea, band together, and step in unison toward a solution.

I attended a city meeting earlier this week and listened in shock as our city council voted to eliminate funding for the Monroe Theater restoration project, thus condemning a beloved community treasure to an uncertain fate. In an effort to save money, the council decided to sell the property to a developer who has already announced his intention to bulldoze the grand old structure and replace it with a gaudy retail mall.

As many citizens undoubtedly already know, the Monroe Theater is an important landmark. Brothers Samuel and Silus Monroe built the theater and opened its doors in 1904. Samuel was an actor who traveled the country with a performance troupe. Silus worked as a carpenter, but music was his true passion. He played the trumpet and became something of a local celebrity, playing in bands at restaurants, clubs, and pavilions across the state. Shortly after the brothers opened their theater, Silus met Nina Simons at one of his concerts in our own City Park. Nina and Silus married the next year, and over the next three decades she added her own special touches to the Monroe Theater.

Nina was an artist who mainly painted landscape scenes in watercolor and oils. Although her work was never well known outside of our community, patrons of the Monroe Theater delighted in murals she painted on the lobby walls, and those murals are still beautiful all these years later.

The Monroe Theater originally consisted of a box office, a lobby, and one stage for live performances with seats for seventy-five audience members. An aging Samuel sold the theater in 1939. The new owner added three smaller sixty-seat theaters to the Monroe in the 1940s to show new Hollywood films. He also enlarged the original stage and expanded seating to accommodate over 200 audience members. With these changes, the Monroe became one of the most popular entertainment venues in the state.

As our town grew, so did competition. A new nine-screen cinema complex was built in the 1990s; after that, the Monroe Theater was no longer the town's number one choice for moviegoers. However, the town's first choice for live performances has always been the Monroe Theater, or at least it was until the theater closed five years ago and the city took ownership.

I firmly believe that if we can shine enough attention on the matter, we can join together as a community and save the Monroe Theater. If enough people show their interest and protest the city council's decision, perhaps council members will change their minds about selling the theater to a developer.

If the city refurbishes the Monroe Theater, it could be used for many purposes. The stage can still be used for live performances of plays and music and even town meetings. The three movie theaters can show new and old movies or even be transformed into other useful spaces. One idea is to turn one theater into a museum. Some of Nina Simons-Monroe's artwork could be hung in the space, along with Silus' trumpet and photographs of Samuel Monroe. The city could convert some space into an art gallery to support local artists. Our hometown filmmakers could show their creations in the theater. The large lobby in front could be converted into retail space, possibly for a small coffee shop or café. Perhaps a bookstore owner would want to occupy some of the space. New businesses would attract more visitors and bring revenue to use for renovation, upkeep, and utilities.

Failure to save the theater will result in irreparable damage to our civic culture.

I ask the citizens of Georgetown to look into their hearts, donate some of their time, and meet us at the Monroe Theater on Saturday, April 23, to share ideas to restore our town's treasure. Similar projects have succeeded in other cities, proving that we can achieve this goal if we are willing to try.

## Reporting Category: Writing and Research

**Performance Indicator:** 3002.3.7 Select the thesis statement in a writing sample or passage.

81. Which sentence from the essay is the thesis?
- ☐ A As many citizens undoubtedly already know, the Monroe Theater is an important landmark.
  - ☐ B I firmly believe that if we can shine enough attention on the matter, we can join together as a community and save the Monroe Theater.
  - ☐ C If the city refurbishes the Monroe Theater, it could be used for many purposes.
  - ☐ D Similar projects have succeeded in other cities, proving that we can achieve this goal if we are willing to try.

## Reporting Category: Logic

Numbers 82 through 88

**Performance Indicator:** 3002.5.7 Differentiate between the stated and implied evidence of a given argument.

82. Read this paragraph from the essay.
- As our town grew, so did competition. A new nine-screen cinema complex was built in the 1990s; after that, the Monroe Theater was no longer the town's number one choice for moviegoers. However, the town's first choice for live performances has always been the Monroe Theater, or at least it was until the theater closed five years ago and the city took ownership.
- Which inference can the reader most accurately draw from the paragraph?

- ☐ A The town's population grew quickly.
- ☐ B People preferred live performances over movies.
- ☐ C People preferred newer venues for entertainment.
- ☐ D The town's businesses included several new theaters.

**Performance Indicator:** 3002.5.14 Distinguish the strongest or weakest point of a given argument.

83.

**Which statement best supports the argument that the Monroe Theater should be preserved?**

- ☐ A Interested developers have announced plans to build a new retail mall.
- ☐ B Original murals painted in the lobby are still beautiful to observe.
- ☐ C The theater was updated in the 1940s to include several movie screens.
- ☐ D One room could be converted into a museum to honor its founders.

**Performance Indicator:** 3002.5.12 Select an additional sentence to add to an argument within a persuasive text.

84.

**Which sentence, if added to the end of the essay, would best emphasize the writer's message?**

- ☐ A Citizens who work together can accomplish great goals.
- ☐ B Whatever the outcome, the Monroe brothers' legacy is certain to live on.
- ☐ C Whether you are for or against the renovation of the theater, your voice should be heard.
- ☐ D There are many city buildings in addition to this theater that we should preserve.

**Performance Indicator:** 3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

85.

**Which response to this essay would best refute the writer's viewpoint?**

- ☐ A Moving forward does not mean we should ignore our past.
- ☐ B A modern city center would better serve the needs of our population.
- ☐ C Improving roads and sidewalks would make our downtown safer and more efficient.
- ☐ D Some senior citizens want to attend live plays in old theaters.

**Performance Indicator:** 3002.5.10 Identify a false premise in text.

86.

**Read this statement from the essay.**

New businesses would attract more visitors and bring revenue to use for renovation, upkeep, and utilities.

**The writer uses the statement to argue for the renovation of the Monroe Theater. The statement is based on a false premise because**

- ☐ A a retail mall could achieve the same goals.
- ☐ B few people are likely to visit a restored building.
- ☐ C the cost of repairs will continue to rise over the years.
- ☐ D many people are concerned that old structures are unsafe.

**Performance Indicator:** 3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority) within a given argument.

87.

**Which sentence from the essay uses the logical fallacy of an appeal to fear?**

- ☐ **A** A new nine-screen cinema complex was built in the 1990s; after that, the Monroe Theater was no longer the town's number one choice for moviegoers.
- ☐ **B** If enough people show their interest and protest the city council's decision, perhaps council members will change their minds about selling the theater to a developer.
- ☐ **C** New businesses would attract more visitors and bring revenue to use for renovation, upkeep, and utilities.
- ☐ **D** Failure to save the theater will result in irreparable damage to our civic culture.

**Performance Indicator:** 3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.

88.

**The reader can determine that the essay writer uses inductive reasoning to present the argument because the essay**

- ☐ **A** begins with a thesis then offers ideas to support it throughout the argument.
- ☐ **B** begins with a problem and offers various solutions for it in the argument.
- ☐ **C** ends with a solution for each problem identified in the argument.
- ☐ **D** ends with a conclusion drawn from the supporting ideas offered throughout the argument.

## Reporting Category: Communication and Media

Numbers 89 through 89

**Performance Indicator:** 3002.7.5 Match a focused message to an appropriate medium.

89.

**Read the chorus to the following song.**

Don't forget that we're in it to win it  
Don't forget that we're ready to go!  
No one can stop us; we are the champions—  
Can't steal our thunder; can't steal the show.

**What is one advantage to hearing this song accompanied by music, rather than just reading it on the page?**

- ☐ **A** The music can enhance the lyrics through rhythm.
- ☐ **B** The music makes it difficult to hear the lyrics.
- ☐ **C** The music makes the lyrics sound like a love song.
- ☐ **D** Adults can hum along even if they forget the words.

## Reporting Category: Literature

Numbers 90 through 91

**Performance Indicator:** 3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

90.

**Read this stanza from the poem "Time."**

Your eyes plead  
For one more story,  
Your pout is bleak  
With shaky lip-  
You even try a weep.  
To no avail.  
Little ones need sleep.

**Which poetic device is predominant in the poem?**

- ☐ **A** alliteration
- ☐ **B** slant rhyme
- ☐ **C** blank verse
- ☐ **D** metaphors



**Performance Indicator:** 3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.

91.

**Read the passage.**

## My Trip to England

I was 12 the first time I visited England. My father is from England and came to the United States on a work visa. When he met my mother, who is from North Carolina, he knew that America would be his new home. Four years later, I was born. Dad made several trips to the United Kingdom, and his family comes to visit when they can, but up until my 12th year, I had never seen the land from where my father came.

It rained the day I arrived in England. I turned to my father with a look of dismay.

"Get used to it," he laughed. "It rains almost daily this time of year."

Although everyone spoke my native language, and I was used to the dialect because of my dad, there were some amusing language differences. For example, whereas we have large supermarkets in the United States, in England they have "shops." Shops consist of individual retailers all gathered together. Instead of going into a supermarket to buy some meat, you go to the butchers. For vegetables, you visit the green grocers, and if you need cold medicine, you go to the chemist. They also have a fish market and a bakery. Although it is not as convenient as a supermarket, everything is especially fresh.

I loved visiting my dad's native country. I feel that I gained a better understanding of my dad, and I learned more about my heritage. Dad says we get to go back when I am 16. I cannot wait!

**Which excerpt from "My Trip to England" best shows that the narrator appreciates his experiences in a new culture?**

- ☐ A My father is from England and came to the United States on a work visa.
- ☐ B "Get used to it," he laughed. "It rains almost daily this time of year."
- ☐ C Instead of going into a supermarket to buy some meat, you go to the butchers.
- ☐ D I feel that I gained a better understanding of my dad, and I learned about my heritage.



## Reporting Category: Communication and Media

Numbers 92 through 92

Performance Indicator: 3002.7.1 Draw an inference from a non-print medium.

92.

Look at this photo.



What inference can be made from this photo?

- ☐ A The men know each other.
- ☐ B The men are walking into danger.
- ☐ C The men are strangers who have just met.
- ☐ D The men have been hiking for several days.

**Form 6: English II ELSA**

<b>Item Number</b>	<b>Correct Answer</b>	<b>Performance Indicator</b>
1	C	3002.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subjectaction verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).
2	B	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
3	B	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
4	B	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
5	C	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
6	D	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
7	A	3002.2.2 Distinguish between a summary and a paraphrase.
8	B	3002.4.4 Evaluate the validity of Web pages as sources of information.
9	C	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
10	C	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
11	A	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
12	B	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
13	C	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.

14	A	3002.3.12 Determine the writer's purpose in a writing sample.
15	C	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
16	B	3002.5.3 Evaluate text for fact and opinion.
17	A	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
18	C	3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
19	A	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
20	B	3002.2.3 Distinguish between a critique and a summary.
21	D	3002.1.6 Use commas to set off nonessential elements in a sentence.
22	B	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
23	B	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i> ).
24	C	3002.5.2 Choose a logical word to complete an analogy.
25	D	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
26	D	3002.3.7 Select the thesis statement in a writing sample or passage.

27	D	3002.7.2 Select the type of conflict represented in a non-print medium.
28	B	3002.1.6 Use commas to set off nonessential elements in a sentence.
29	D	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
30	B	3002.3.16 Identify the mode in which a writing sample is written.
31	A	3002.2.2 Distinguish between a summary and a paraphrase.
32	C	3002.3.11 Identify the targeted audience for a selected passage.
33	A	3002.6.2 Use the graphics of informational and technical passages to answer questions.
34	C	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
35	A	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
36	D	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
37	D	3002.6.5 Synthesize information across two or more informational or technical texts.
38	A	3002.5.10 Identify a false premise in text.
39	C	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
40	B	3002.8.8 Identify and analyze the common theme in a series of passages.
41	B	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
42	C	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).

43	C	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
44	C	3002.7.6 Infer the mood represented in a non-print medium.
45	C	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
46	C	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
47	A	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
48	C	3002.4.6 Identify information that must be cited or attributed within a writing sample.
49	C	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
50	C	3002.5.4 Analyze cause-effect relationships in text.
51	C	3002.5.1 Make inferences and draw conclusions based on evidence in text.
52	D	3002.5.3 Evaluate text for fact and opinion.
53	B	3002.4.2 Differentiate between primary and secondary sources.
54	D	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
55	D	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
56	C	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
57	A	3002.7.5 Match a focused message to an appropriate medium.

58	B	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
59	B	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
60	C	3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
61	B	3002.3.14 Select the proper format to convey a set of work-related information.
62	D	3002.6.2 Use the graphics of informational and technical passages to answer questions.
63	C	3002.2.2 Distinguish between a summary and a paraphrase.
64	D	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
65	D	3002.3.11 Identify the targeted audience for a selected passage.
66	B	3002.3.16 Identify the mode in which a writing sample is written.
67	C	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
68	B	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
69	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
70	D	3002.3.2 Choose the most effective order of sentences in a paragraph.
71	C	3002.3.10 Identify a statement that reveals the writer's attitude.
72	D	3002.5.14 Distinguish the strongest or weakest point of a given argument.
73	A	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.



74	B	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority) within a given argument.
75	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
76	C	3002.1.6 Use commas to set off nonessential elements in a sentence.
77	D	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
78	C	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
79	A	3002.6.5 Synthesize information across two or more informational or technical texts.
80	D	3002.7.2 Select the type of conflict represented in a non-print medium.
81	B	3002.3.7 Select the thesis statement in a writing sample or passage.
82	C	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
83	B	3002.5.14 Distinguish the strongest or weakest point of a given argument.
84	A	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
85	B	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
86	A	3002.5.10 Identify a false premise in text.
87	D	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority) within a given argument.

88	D	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
89	A	3002.7.5 Match a focused message to an appropriate medium.
90	B	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
91	D	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
92	A	3002.7.1 Draw an inference from a non-print medium.

## Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	C	3002.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subjectaction verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).
2	B	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
3	B	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
4	B	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
12	B	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
13	C	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
21	D	3002.1.6 Use commas to set off nonessential elements in a sentence.
22	B	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
23	B	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i> ).
28	B	3002.1.6 Use commas to set off nonessential elements in a sentence.
29	D	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

45	C	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
46	C	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
47	A	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
58	B	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
64	D	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
76	C	3002.1.6 Use commas to set off nonessential elements in a sentence.
77	D	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
78	C	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

## Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
5	C	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
8	B	3002.4.4 Evaluate the validity of Web pages as sources of information.
9	C	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
14	A	3002.3.12 Determine the writer's purpose in a writing sample.
18	C	3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
26	D	3002.3.7 Select the thesis statement in a writing sample or passage.
30	B	3002.3.16 Identify the mode in which a writing sample is written.
32	C	3002.3.11 Identify the targeted audience for a selected passage.
35	A	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
48	C	3002.4.6 Identify information that must be cited or attributed within a writing sample.
49	C	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
53	B	3002.4.2 Differentiate between primary and secondary sources.
55	D	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
60	C	3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
61	B	3002.3.14 Select the proper format to convey a set of work-related information.

65	D	3002.3.11 Identify the targeted audience for a selected passage.
66	B	3002.3.16 Identify the mode in which a writing sample is written.
69	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
70	D	3002.3.2 Choose the most effective order of sentences in a paragraph.
71	C	3002.3.10 Identify a statement that reveals the writer's attitude.
81	B	3002.3.7 Select the thesis statement in a writing sample or passage.



### Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
7	A	3002.2.2 Distinguish between a summary and a paraphrase.
20	B	3002.2.3 Distinguish between a critique and a summary.
27	D	3002.7.2 Select the type of conflict represented in a non-print medium.
31	A	3002.2.2 Distinguish between a summary and a paraphrase.
34	C	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
36	D	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
44	C	3002.7.6 Infer the mood represented in a non-print medium.
56	C	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
57	A	3002.7.5 Match a focused message to an appropriate medium.
63	C	3002.2.2 Distinguish between a summary and a paraphrase.
68	B	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
80	D	3002.7.2 Select the type of conflict represented in a non-print medium.
89	A	3002.7.5 Match a focused message to an appropriate medium.
92	A	3002.7.1 Draw an inference from a non-print medium.

## Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
15	C	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
16	B	3002.5.3 Evaluate text for fact and opinion.
17	A	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
24	C	3002.5.2 Choose a logical word to complete an analogy.
38	A	3002.5.10 Identify a false premise in text.
50	C	3002.5.4 Analyze cause-effect relationships in text.
51	C	3002.5.1 Make inferences and draw conclusions based on evidence in text.
52	D	3002.5.3 Evaluate text for fact and opinion.
54	D	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
72	D	3002.5.14 Distinguish the strongest or weakest point of a given argument.
73	A	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
74	B	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority) within a given argument.
75	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
82	C	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
83	B	3002.5.14 Distinguish the strongest or weakest point of a given argument.

84	A	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
85	B	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
86	A	3002.5.10 Identify a false premise in text.
87	D	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority) within a given argument.
88	D	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.

## Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
6	D	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
25	D	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
33	A	3002.6.2 Use the graphics of informational and technical passages to answer questions.
37	D	3002.6.5 Synthesize information across two or more informational or technical texts.
59	B	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
62	D	3002.6.2 Use the graphics of informational and technical passages to answer questions.
79	A	3002.6.5 Synthesize information across two or more informational or technical texts.

## Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
10	C	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
11	A	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
19	A	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
39	C	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
40	B	3002.8.8 Identify and analyze the common theme in a series of passages.
41	B	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
42	C	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
43	C	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
67	C	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
90	B	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
91	D	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.